

South Dakota Virtual High School

Course Approval Rubric

Distance Learning Provider _____ Course Title _____

Submit evidence of compliance in the field, Statement of Evidence, for the evaluator.

The scoring is based on a scale of 0 -4. The scoring is 0 - none, 1 – beginning, 2 – developing, 3 – accomplished, and 4 – exemplary.

Total points possible = 100 points

Must achieve at least 85% = 85 points total

Areas with 0 & 1's must be resubmitted for re-approval

Guidelines	Rubric	
1. Course Outcomes	Statement of Evidence	Score
1.1 Learning competencies stated and address Bloom's taxonomy.		
1.2 Learning competencies are observable, measurable and achievable.		
1.3 Learning outcomes (competencies) are correlated with real world performance expectations.		
	Total Score	

Guidelines	Rubric	
	Statement of Evidence	Score
2. Course Construction		
2.1 Course content, outcomes, practice and assessment are consistent and aligned to state standards.		
2.2 Course materials are presented to accommodate multiple learning styles.		
2.3 Presentation of content fosters active learning opportunities.		

Guidelines	Rubric	
	Statement of Evidence	Score
2. Course Construction		
2.4 Course design includes the necessary components of successful instruction at the module/lesson level. (i.e. for a lab course please explain how laboratory experiences are handled)		
2.5 Course instructions and definitions are clear. (Grading criteria, pre-requisite skills, time commitment, etc.)		
	Total Score	

Guidelines	Rubric	
3. Course Interaction:	Statement of Evidence	Score
3.1 Course interaction requirements and standards of conduct are identified.		
3.2 A variety of opportunities are designed for interaction between instructor-student.		
3.3 Standards are set for instructors' response to students.		
3.4 Learning activities are developed to foster instructor-student, student-content and, where appropriate, student-student interaction.		
	Total Score	

Guidelines	Rubric	
4 Course Assessment:	Statement of Evidence	Score
4.1 Assessment methods are appropriate to the outcomes, activities and technologies and grading procedure and expectations is clearly stated.		
4.2 Formative and summative assessment of student learning is stated, appropriately and responsively to the needs of the individual learner.		
4.3 Upon course completion an end of course assessment of student achievement is conducted by comparing student performance to the intended learning outcomes		

Guidelines	Rubric	
4 Course Assessment:	Statement of Evidence	
4.4 Policies and procedures ensure the integrity of the student's work.		
4.5 Achievement of learning outcomes is documented.		
	Total Score	

Guidelines	Rubric	
5 Course Technologies:	Statement of Evidence	
5.1 Technologies employed are appropriate for the course outcomes.		
5.2 Student minimum technology requirements are accurately and clearly stated.		
	Total Score	

Guidelines	Rubric
6 Course Resources:	Statement of Evidence
6.1 Course resources are accessible to the learners (all downloads are identified and made available to student)	
6.2 Course resources are in accordance with ADA.	
6.3 Preparation and/or adoption of textbooks and other instructional materials have input from appropriately qualified people.	
6.4 Reading level of instructional materials is identified.	
	Total Score

Guidelines	Rubric
7 Course Maintenance:	Statement of Evidence
7.1 The learning design is evaluated regularly for effectiveness: both student and instruction components.	
7.2 Plan is in place for continual review and improvement of course.	
	Total Score

Scoring Summary

Guidelines	Score
1.1 Learning competencies stated and address Bloom's taxonomy.	
1.2 Learning competencies are observable, measurable and achievable.	
1.3 Learning outcomes (competencies) are correlated with real world performance expectations.	
2.1 Course content, outcomes, practice and assessment are consistent and aligned to state standards.	
2.2 Course materials are presented to accommodate multiple learning styles.	
2.3 Presentation of content fosters active learning opportunities.	
2.4 Course design includes the necessary components of successful instruction at the module/lesson level. (i.e. for a lab course please explain how laboratory experiences are handled)	
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TOTAL SCORE	

